

# GOVERNOR DUMMER

## The Archon

Winter 1970



*MOSELEY CHAPEL*



## TRUSTEES RETIRE



Roger M. Coulter, the Academy's first Morse Flag winner in 1914, has retired from the Board of Trustees after a term of twenty years. A Harvard Law School graduate and a prominent Boston trial lawyer, Mr. Coulter is the senior partner in the law firm of Parker, Coulter, Daley, and White. His period of service was marked by dedication, leadership, and a continual interest in his school.

Within three years after his arrival in Newburyport in 1957 as President of the Towle Manufacturing Company, Elliot M. Gordon accepted an appointment to the Board. Despite serving on the boards of several New England banks and manufacturing companies, he brought a full measure of dedicated service and enthusiasm to his nine year term as a trustee.



## NEW ALUMNI FELLOWS



David Cameron Estey '50 has been elected to fill out the unexpired term of Richard Osgood as an Alumni Fellow to sit with the Board of Trustees. An Amherst graduate, Dave has been affiliated with the J. Walter Thompson Agency in New York since 1966.

Arnold Seton Wood, Jr. '60 has been selected to serve a full three year term as an Alumni Fellow ending in June, 1972. A graduate of Trinity College and the Amos Tuck School of Business Administration of Dartmouth, Arnie is in the Personal Trust Division of the State Street Bank and Trust Company of Boston.



---

“you hope that the marriage between sensory  
and intellectual experience to which  
you are a witness will not collapse into  
strife and chaos, but will flourish  
and bear fruit, many sons to take their places  
as part of the ‘communal form of  
live intelligence.’ ”

---



# THE ENGLISH DEPARTMENT:

“a drive for a more various selfhood”

or

“intelligence made into habits of discipline” ?

JOHN B. OGDEN, JR.

*John B. Ogden, Jr. joined the faculty in 1963, coming from Worcester Academy, where he had served as chairman of the English Department. As a student at Phillips Andover, his housemaster had been one Val Wilkie. In 1955 he received an A.B. in Fine Arts from Harvard, having been a member of the Owl Club, the Harvard Advocate, and a three-year letterman in lacrosse. An M.A. in English Literature from Boston University completes his formal education.*

*At Governor Dummer John Ogden has been a most successful coach of freshman football and junior varsity lacrosse. He initiated the History of Western Art course and is faculty advisor to the Spire, the literary magazine. As a dormitory master in Ingham, he is acutely aware of the moods and changes within the student body. In 1967 he became chairman of the English Department. His article is not only a review of the Academy's English program, it is also the statement of a man's educational philosophy in a tumultuous time.*



YOU are standing in the Faculty Office sorting your mail and the editor asks if your Third Football team has a game that afternoon and you say “Yes, with Andover,” and he replies, “Well, then, I won’t bother you.” And you forget — especially since the team plays well but not well enough and loses 12-6. And then later, the next week, the same editor asks “Are you in a good mood” while you are waiting for the lunch chimes to ring, and you reply “As good as can be for a Nixon man contemplating the Moratorium.” He laughs, nervously, and says, “Well, anyway, how about putting some thoughts together on what’s going on in the English Department for publication in the *Archon*?” And you say, “Sure,” because you like the editor, even if he does chew tobacco on the lacrosse field, and you go in to cold cuts and Apple Brown Betty.

And then you start to think. And the more you think, you realize why he was so polite and hesitant even beyond

his normal regard for the amenities of social intercourse, even beyond his normal soft-sell skill in editorial coercion. You realize that such an article has got to discuss a whole lot of issues beyond mere pedagogy. It won’t do to say you want ‘em to read a couple of books a month and write once a week stressing unity, coherence, and emphasis. Then slap on some vocab, a little college board preparation, and call it a year — go camping, touring, loafing during the summer.

The biggest issue in discussing what’s going on in our department is the larger issue of what role scholarly effort plays in life as it is being led now — and as it will be led in the future. On the one hand Benjamin De Mott, Professor of English at Amherst, says in a *New York Times Magazine* article: “Everywhere in the culture (and especially in colleges), in sum, the same themes sound: the will to possess one’s experience rather than be possessed by it, the longing to live one’s own life rather than be lived by





Macdonald Murphy

it, the drive for a more various selfhood than men have known before." He calls these themes a "cultural revolution." On the other hand — the position from which "culture" is revolting — is summarized by Jacques Barzun in *The House of Intellect*: "Intellect is the capitalized and communal form of live intelligence; it is intelligence stored up and made into habits of discipline, signs and symbols of meaning, chains of reasoning and spurs to emotion — a shorthand and a wireless by which the mind can skip connectives, recognize ability, and communicate truth. Intellect is at once a body of common knowledge, and the channels through which the right particle of it can be brought to bear quickly, without the effort of redemonstration, on the matter in hand." A summary of the differences in points of view is contained in the diction each man employs together with the connoted images: "experience," "will," "longing," "drive" over against "intelligence," "discipline," "chains of reasoning," "communicate." Somehow an effective secondary school English "preparation" must reconcile these two opposed attitudes. It is not enough to say that De Mott, the swinging prof complete with beard, sandals, and pot, is a mere sensation seeker. Nor is it satisfactory to say that Barzun wouldn't know a sensation (if he felt one) unless he had access to a card catalogue.

The English curriculum is concerned with writing and reading. It eschews projects (build a model of the Globe



Chris Martin

Theater), class trips (the very spot where Whittier wrote "Snowbound" lies but a few miles away), "independent" study (read the complete works of John Updike and, in periodic conferences with the supervisor, focus on psychosexual alienation as a symptom of cultural schizophrenia in the white, suburban middle class.) The curriculum calls for a weekly piece of writing, often "imaginative," but usually devoted to the discussion of reading, explication of selected literary works, reports on works not discussed in class but related to them. The assumptions and aims underlying these requirements are defined in the Introduction to the English Department Syllabus:

#### In writing:

1. That critical and imaginative abilities need to be developed simultaneously and that they will reinforce each other.
2. That a standardized method involving imitation and repetition is the most efficient way to teach critical essay writing.
3. That papers should increase in length from year to year but long term papers involving substantial secondary source work should be avoided.
4. That rethinking, revising, and rewriting are essential to improving logic, deepening thought, and mastering style.

#### In reading:

1. That full coverage should be given to the various genres and to major works of past and present.
2. That most of the study of English goes on outside class and that this study should bear directly on works being discussed in class.
3. That a thematic approach in any one course provides direct relevance not only to other English courses, but to other disciplines, and to issues beyond the classroom.



John Boynton



The way this approach actually works out can be seen by taking a look at the English 1 Reading Program:

"We were in shaky transit that summer from the groveling status of Lower Middlers to the near-respectability of Upper Middlers." *A Separate Peace*, John Knowles.

Summer Vacation

*The Odyssey*, Homer  
*Kidnapped*, Stevenson  
*Shane*, Schaefer

Book Report 4:

*The Sea Wolf*, London  
*Captains Courageous*, Kipling  
*Arundel*, Roberts  
Any one of the Hornblower books, Forester  
*The Big Sky*, Guthrie  
*Kim*, Kipling  
*The Adventures of Tom Sawyer*, Twain  
*David Balfour*, Stevenson  
*Guy Mannering*, Scott



Fall Term

Book Report 1:

Summer Reading (paper or test)	1 week
<i>Great Tales of Action and Adventure</i> , and <i>Turning Point</i> , Bennett, ed.	9 weeks

Book Reports 2 and 3

*Father Brown Omnibus* or *Amazing Adventures*  
of *Father Brown*, Chesterton  
*Adventures of Sherlock Holmes* or *Complete*  
*Sherlock Holmes*, Doyle  
*Best Short Stories*, London  
*Best of Saki* or *Complete Short Stories*, Saki  
*Short Stories*, Wells  
*Mark of the Beast and Other Stories* or  
*Complete Short Stories*, Kipling  
*Tales of Mystery and Imagination*, Poe  
*Complete Short Stories of Mark Twain*, Neider, ed.  
*Selected Stories of Bret Harte* or *Best of Bret Harte*  
*The Best Short Stories of O. Henry*,  
Cerr and Cartmell, eds.  
*My Name Is Aram*, Saroyan

*Laughing Boy*, LeFarge  
*Johnny Tremain*, Forbes  
*The Young Caesar*, Warner

Winter Term

Christmas Vacation

Book Report 5:

Free Choice to be approved by the insrtuctor	
<i>Red Badge of Courage</i> , Crane	9 weeks
<i>A Separate Peace</i> , Knowles	
<i>Black Boy</i> , Wright	

Book Report 6:

*Great Expectations*, Dickens

Spring Term

Spring Vacation

Book Report 7:

Free choice to be approved by the instructor	
<i>Henry IV, Part I</i> , Shakespeare	4 weeks

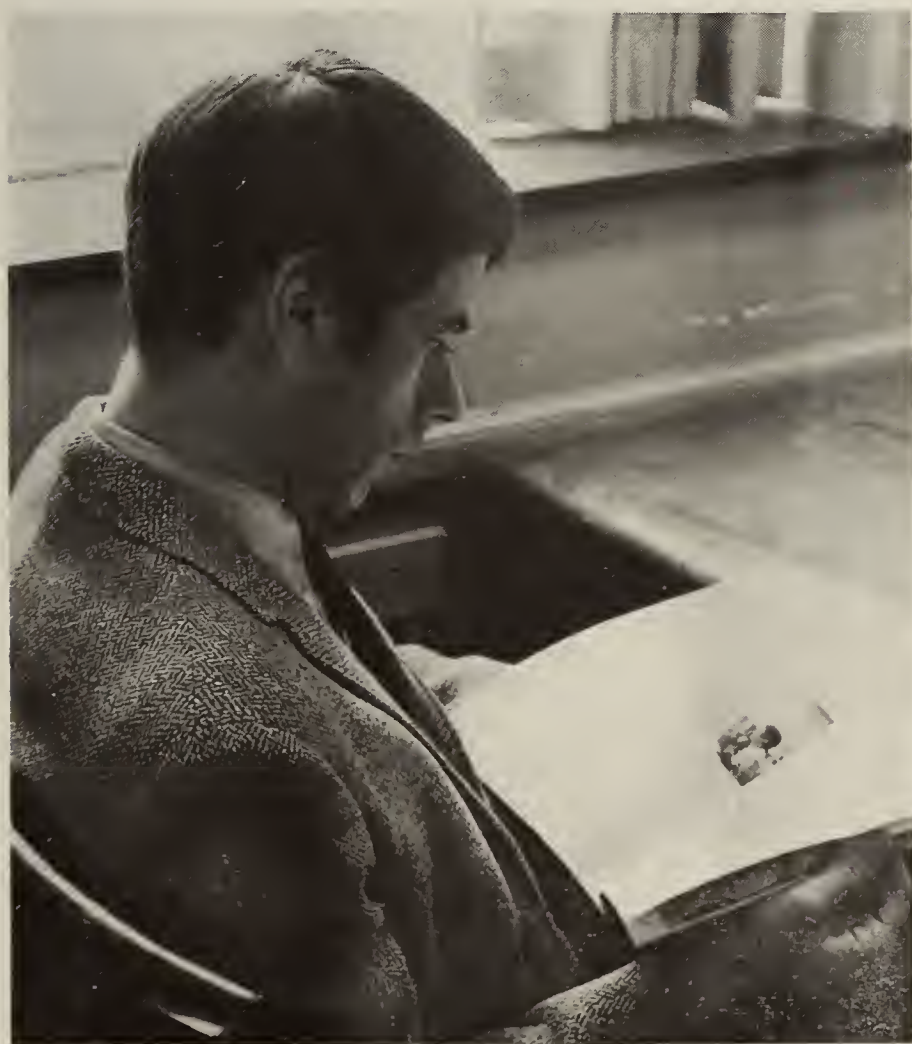


## Book Report 8:

*Henry IV, Part II*, Shakespeare and  
*Henry V*, Shakespeare  
*A Doll's House*, Ibsen and  
*Glass Menagerie*, Williams  
*Dark at the Top of the Stairs*, Inge and  
*Our Town*, Wilder  
*Golden Boy*, Odets and  
*Requiem for a Heavyweight*, Serling  
*The Importance of Being Earnest*, Wilde and  
*The Man Who Came to Dinner*, Kaufman and Hart  
*Member of the Wedding*, McCullers and  
*To Kill a Mockingbird*, Lee (screenplay)  
*Saint Joan*, Shaw and  
*The Lark*, Anouilh  
*Mr. Roberts*, Heggen and Logan, and  
*Cyrano de Bergerac*, Rostand  
  
*Cavalcade of Poems*, Bennett and Molloy 4 weeks

## Book Report 9:

*Man With a Bull Tongue Plow*, Stuart  
*Selected Poems of Vachel Lindsay*, Harris, ed.  
*The Best of Robert Service* or  
*Complete Poems of Robert Service*  
*Introduction to Haiku*, Henderson  
*Words for the Wind*, Roethke or  
*Collected Verse of Theodore Roethke*  
*Poems and Prose, Hopkins*; Gardner, Ed.  
*Complete Poems, Poe*; Wilbur, ed.  
*Selected Poems, Jeffers*  
*Poems: North and South and A Cold Spring*, Bishop  
*The Poems of Richard Wilbur*  
*A Choice of Kipling's Verse*, Eliot, ed.  
*The Relic and Other Poems*, Hillyer



Marshall Clunie



Gerry Kenjorski

The books listed are available in the library or may be purchased at one of three paperback book sales held each year. Gross sales last year were approximately \$1,800.

Note that in addition to the book reports, each lad must write weekly papers of 300-400 words, and he must do a lesson from the vocabulary text (a four-year sequence), but he is *not* required to study formally any grammar. Problems of technique are treated individually as they occur in the written work. Those suffering from more than routine technical disability are given therapy in Language Study, limited to half a dozen or so lads, and taught individually by a highly competent and sympathetic instructress trained to handle just such problems.

A glance at the current edition of the *Governor Dummer Academy Catalogue* would show that the work of each succeeding year of English is generally similar to that of the first year. English 2, devoted primarily to readings from English literature, deals with "the individual's attempt to find a useful place in the social order." And English 3, concentrating on American authors, examines the "search for values in American life." The regular English 4 course considers the "parallel between the time of the collapse of the Roman Republic and contemporary western civilization."

English 4A is a college-level course in the humanities dealing with tragedy and social theory; this course prepares for the Advanced Placement Examinations in English.

In addition to the basic course of study the department offers Reading Improvement; Spelling Improvement (both audio-visually oriented), English Elective (a two-hour course open to 11th and 12th graders) devoted, at present, to contemporary drama as theater not literature: it consists of text assignments, readings, performances of original one-act plays, visits to theaters in Boston, at Harvard, Tufts, Brandeis, and Yale. Finally European Studies, an innovation this year, is constituted as follows:

"An interdisciplinary and team-taught combination of European literature, history, art, drama and music from Elizabethan times to the present. This is a double-credit elective course replacing both English and history in the 11th grade for those who choose it. Not strictly a survey,





Elizabeth Baratelli

it attempts to focus on time periods; topics, and trends of significance in the development of modern European civilization. Readings will change from year to year."

It is easy to see that our curriculum would please Barzun immensely but leave De Mott dissatisfied (if not incited to violence.) And reports from our alumni in college confirm the validity of our approach. Yet there is some discontent

among the boys with the forging of those "chains of reasoning." The Headmaster has been visited by seniors requesting that the work load be lightened; the Department Head has been petitioned to require more reading of black authors; from my own courses two boys have dropped out of school during term time in order to find a more immediate solution to the problems bothering them: the war, pollution, injustice, poverty, loneliness, frustration, overwork. Yet the people in the department itself (six men, one woman) are the best example of the virtue of its aims. Experienced, talented, and vigorous instruction plus full participation in the life of the school in the tradition of the Old Guard is the touchstone. Among the members of the department we number present or former coaches of hockey, basketball, soccer, football, and lacrosse on both varsity and lower class teams; advisors to the newspaper, literary magazine, drama club; present or former dormitory supervisors; people concerned in the affairs of the community — church, library, civic action groups, publishing, editorial consulting, camp management. Certainly these are not men and women whose lives are being lived for them. They are teachers in the full sense of the word.

And so you find yourself standing again in the Faculty Office ready to slip your thoughts into the editor's mailbox. You wonder whether they have unity, coherence, emphasis. You hope the department and the school reflect the same qualities — qualities that go back in time to Master Moody himself. And you know that they will extend themselves forward not by a "drive for a more various selfhood" but essentially in "intelligence stored up and made into habits of discipline." You hope that the marriage between sensory and intellectual experience to which you are a witness will not collapse into strife and chaos, but will flourish and bear fruit, many sons, to take their places as part of the "communal form of live intelligence."

#### English Department Book Fair





# A RETURN TO CHANGE

David M. Williams

**D**URING our two-year leave of absence in Japan it became apparent that change of some sort was occurring at home. The Asian editions of *Time* and *Newsweek* made this fact obvious. At the same time letters from faculty members at Governor Dummer indicated that the independent secondary school was caught up in the turmoil. Vietnam dissent, Chicago, black militancy, two assassinations of national leaders, drugs — what, indeed, were we coming home to, and how had a small boys' boarding school north of Boston been affected by the national turmoil?

The Governor Dummer boy *has* changed. To begin with, he is in some ways a better student. He is considerably more aware of what is happening in his world, and although many of his peers remain apathetic, many more are concerned by what they see, and seek to commit themselves in some way. About 265 students signed a petition asking



Moratorium Day Chapel Service

to have the fall free day coincide with Moratorium Day. Perhaps a third of this number participated actively in scheduled events of the day.

In the classroom relevancy is important in the student's mind, and he is oftentimes both bored and impatient with those subjects which he considers mere disciplines. If his studies relate directly to the larger world outside of Byfield, a world in which he sees much that is wrong, he will commit his energies and his enthusiasm.

Reared in a permissive society and infused with the neo-romanticism of today, the Governor Dummer student mani-

festes an obvious lack of self-discipline. It is this fact which so many of the faculty find deplorable. The instant success and instant self-gratification of 20th century America is reflected in its children, and if the school is to meet the challenges of the age, here is an area worthy of our energies.

The Governor Dummer boy, then, is considerably more aware of his world than his predecessors were. He deplores its injustices, its inequities, and its hypocrisies. More often than not his judgments are perceptively acute, and increasingly larger numbers of his peers are willing to commit themselves as activists, although there are still too many who are apathetic. Also, he is a much more exciting and oftentimes much more frustrating creature to face in the classroom.

Mention too must be made of the black students. There are more, and they also mirror their society. Upon reflection it would seem as though formerly we treated our Blacks as mascots more than as individuals. That also has changed. Our black students demand and get the right to



individual dignity. And they too want to be heard; a black literature section in the library, more black authors on the English reading lists, the request for a black studies program. In an attempt to educate the white student about the problem of black America, they are publishing their own newspaper, *Uptight*. And the white students have reacted with sympathy, with understanding, and in some cases with rejection of their claims and goals.

Along with the changes in the student body there have been concomitant changes of program as the school has sought to make the educational experience of the student richer and more meaningful. He now has increased opportunities to pursue areas of interest, to be creative, and to give of himself.



Some twenty to twenty-five students from the junior and senior classes have participated each term in the athletic Free Term program. Under faculty sponsors they have done computer projects, creative writing, photography, art work, and dramatics. Some have worked at the Hathorne School in Danvers for mentally retarded children. A black student who was a runner-up in his weight class in the



wrestling interscholastics last year is spending this winter reading intensively in black literature, an area in which he feels himself to be lacking.

The Humanities Program is now in its second year. Student participation in the on-campus program is better, particularly among the upper two classes. During the fall term 414 students were transported to off-campus events which included fourteen plays, four concerts and four museum trips. Additionally, there were four Friday evening programs which were sponsored by the Humanities Program.

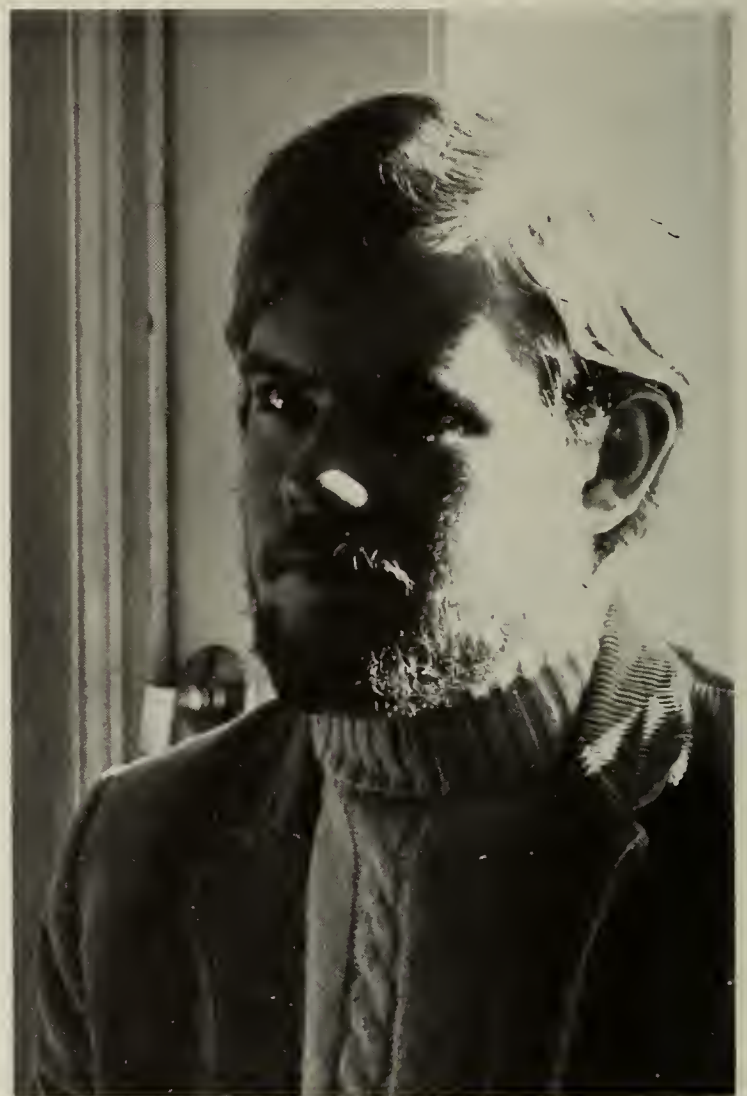
Another area of change is the curriculum. The History Department instituted anthropology as the ninth grade course. An independent study program in history was established for seniors and twelve availed themselves of this opportunity. In the junior year a European studies program was begun. This is an interdisciplinary and team combination of European literature, art, drama and music from Elizabethan times to the present, which focuses on

time periods, topics, and trends of significance, and does not attempt to survey the whole period. Taught by Bill Sperry of the History department and Gerry Kenjorski from the English department, the course is a double credit elective which replaces both history and English for those juniors who take it.

The Science department has added two half-credit courses: advanced Topics in Chemistry for seniors and Electronics for both juniors and seniors. In the Advanced Topics course the Chemical Bond Approach material is used, while the Electronics course seeks to give the student an understanding of basic electronic devices.

The Religion department expanded its program with two new elective courses: *Social Problems* and the *Nature of Man*. Both are half-credit courses designed to bring the student a greater understanding of his institutions and himself. The reading is far-ranging, challenging and meaningful, with instruction through discussion.

Thus the errant teacher returns after two years to find that there has indeed been change, change in curriculum, change in program and change in student body. In his inaugural address in 1960 President John F. Kennedy posed his now famous question. The answer is to be found in a generation of American youth intent on doing its own thing in its own way, often to the dismay of its elders. So hair is long, and dress is more extreme. And both are super-



ficialities. What is worth seeking is that which lies underneath, and it cannot be repressed or ignored. It must be developed, channeled, disciplined and made responsible. In a changing world this is the task of the independent school. It is exciting to be back.



# GOVERNOR DUMMER

## AS A STUDENT SEES IT

William Wade



*Bill Wade is a member of the senior class and a consistent Honor Roll student who is preparing for Stanford University. He is a library proctor, writes for the student publications and is a volunteer worker at the Hathorne School. Areas of interest are art, hunting and fishing, and aviation in which he will get his private pilot's license this summer. An honest and intelligent student, his viewpoints are representative of the thinking of many of his peers.*

Life at Governor Dummer, as anywhere else, cannot be characterized adequately by a word, a phrase, or even an essay. It is simply too personal an experience to be communicated successfully in that manner. Also, at this point, I am not entirely sure as to what my own view of life at the school is, since I haven't really thought about it before. Because I have no clearly formulated view to communicate, I will comment on several aspects of school life. Hopefully, this approach should reveal what views I have, as well as giving you, the reader, some base, admittedly small, upon which to form some opinions of your own.

One issue which, though it could very well be termed insignificant has been, in my opinion, perhaps the major issue throughout my experience — hair, because of the polarization of both the student and faculty bodies and the strained student-faculty relations which it has caused. Over the years, many of my fellow students and I have tried to

wear our hair long and to grow beards, moustaches, and long sideburns despite stiff faculty resistance. I know of many examples, some this year, where students have been thrown out of classes because of their intransigence. My own refusal to conform to standards not my own caused one teacher to threaten me with such action, and my continued resistance elicited from him a disparaging remark on my report card. Excessive faculty harassment such as this over a matter of personal standards caused much resentment within the student body and probably was a significant, if not vital, factor in the breakdown of morale last year.

Still, the faculty, as it supported the actions of individual members, seemed to be trying to continue the old policy at the beginning of this school year. In addition, the existence of a double standard became apparent, for several faculty members sported beards and moustaches, which were still forbidden to the students. Finally, in response to student unrest, the faculty adopted a resolution which did away with the old standards. Unfortunately, it contained a stipulation on "neatness" which one or two masters, because of their disagreement with the decision of their colleagues, perverted in order to hinder the implementation of certain aspects of the resolution, which has since been slightly modified in order to justify such actions.

This development has made many students indignant, for they feel that if a student had done such a thing, essentially going back on his word, he might very well have been punished. Again, a double standard seems to have appeared.

The disturbing aspects of the hair controversy, I feel, are the apparent insensitivity of some of the faculty to student sentiments, the disrupting influence it has had upon the school, and the administration's apparently different standards for the faculty and student body. Steps should be taken to rectify these unfortunate situations.

Another controversial subject is that of compulsory Chapel attendance. To many students, including myself, the school's policy is utterly ridiculous. Our position is summed up in the familiar adage: "You can lead a horse to water, but you can't make him drink." Apparently, the administration is trying to force us to drink, perhaps under the impression that the exposure would miraculously transform views which took years to form. This approach is self-defeating. The present policy makes worship a chore, even for some who are religious. Acceptance of a belief cannot be forced, as has been demonstrated repeatedly throughout history, and attempts to do so cause nothing but resentment. Reason and persuasion are the only means to attain such an end. If the administration desires to convince stu-



dents of the validity of various religious persuasions, its method should be that of discussion and education, such as a course devoted to the investigation of the world's major religions. A course of this type might also promote a better understanding of other peoples. Although there is now a compulsory "History of Religion" course, its sole purpose, at least when I took it, is to study the Bible which does not satisfy the needs of the students.

More favorably, change in school policy has not been restricted to just hair. Another improvement is that students have been given more opportunities to take weekends and Saturday permissions into Boston. This development has long been needed to mitigate life at Governor Dummer which, it must be admitted, is often monotonous. However, more can be done. The privileges now given to seniors, unlimited Saturday weekends and Saturday day permissions, should be extended to all classes, with the possible exception of freshmen (until after their first term). Since the system has a sufficient number of checks to insure that a student's academic performance is not hindered by the use of such privileges, there is no reason why such a policy should not be enacted.

Another improvement has been the introduction of "Free Terms", during which a student is allowed to work on a project of his own choosing, under the supervision of a master, instead of participating in organized sports. To ensure that he will not deteriorate physically, a student participating in this program is required to attend four gym classes a week. The program is very sensible, as it provides those who are not particularly interested in athletics with an opportunity to work on something in which they *are* interested and which will be constructive. The program, which was started last year, has been expanded from one to two free terms per student per year, and my only suggestion is that it be further extended to a full three terms for those who might wish to avail themselves of such an opportunity.

In the same vein is the "Humanities" program which also began last year. Under this program, all Thursday afternoons, with the exception of the first three in a term, are devoted to various service and club activities, and trips are organized to plays and concerts in Boston.

The school has also taken steps to provide meaningful courses, ones which will be useful to students in ways other than as disciplines or as tools. For example, during my sophomore year, a course in African history was first offered, not only to give students an idea of black heritage, but with the thought that it would give them some insight into the problems and conduct of emerging African nations as well. Also, this year the U. S. History course has abandoned its traditional, highly structured format and is examining topics of immediate relevance, such as American foreign policy, Race in America, the Cities, and the Indian in American History, to name a few. This approach is superior to that of memorizing dates of past events which do not seem relevant to today's problems. Unfortunately, some sort of compromise may have to be made between the two methods, due to the difficulty some students are having in understanding the new approach, and the uncertainty in some minds as to the value of the new method as a college preparatory course.

To me, life at Governor Dummer is not unbearable, but I am the sort of person who is able to exist rather comfortably in almost any environment, being affected only by extremes. To others, the school may be enjoyable or horrible, depending upon their temperament, as is true in any institution. Although much progress has been made, I feel that much remains to be done. However, these changes will not be made easily, if at all, unless there is more flexibility in the views of both the faculty members and the students than has been recently demonstrated. Governor Dummer, though a forerunner in some areas, must keep pace with other schools in other areas. Until it does, life here, as well as other aspects of the school, may actually suffer by comparison.

---

## DEVELOPMENT DIRECTOR APPOINTED

In December the Headmaster announced the appointment of Mr. Mark J. Apsey to the faculty as Director of Development and Assistant in Admissions. Currently, Mr. Apsey is assisting in the capital campaign, and upon its completion he will have full responsibility for alumni affairs, long-range development and will assist John Witherspoon in admissions work.

A native of Winchester, Mr. Apsey graduated from the Boston University School of Communications in 1961 and spent two years in the Army Signal Corps. He worked for the Boston Chamber of Commerce in public relations and fund raising before joining Ketchum, Inc., the fund raising counsel. With Ketchum he was involved in capital campaigns in a large number of educational institutions.





# From The Past

## Two Signers of the Constitution

E. Ashley Eames

In the late fall Louise Lovell noted a Boston *Herald Traveler* article, "Two Signers Forgotten — King, Gorham." She penned beside the title, "Not by their alma mater, G.D.A.!" Shortly thereafter the story passed over *Archon* editor Dave Williams' desk and then on to mine with another note:

"What can you write about these men?"

My quick reply was that the men in question were Rufus King and Nathaniel Gorham and that they had signed the United States Constitution. But were these Founding Fathers Dummer men? There was no doubt about King. If, in the Bicentennial campaign of eight years ago, a donor had contributed a gift to the school of \$400 he had subscribed a "Rufus King Share." Any further doubt about King's academic credentials is dispelled by the following item from the *Life and Correspondence of Rufus King*:

Rufus King, after receiving such elementary education as the town (Scarborough, Maine) and times afforded, was sent at the age of twelve, to Byfield Academy in Newburyport, of which Samuel Moody was the master. With that excellent and exact teacher he completed his preparatory studies, and in August, 1773, was admitted to Harvard, being then in the eighteenth year of his age.

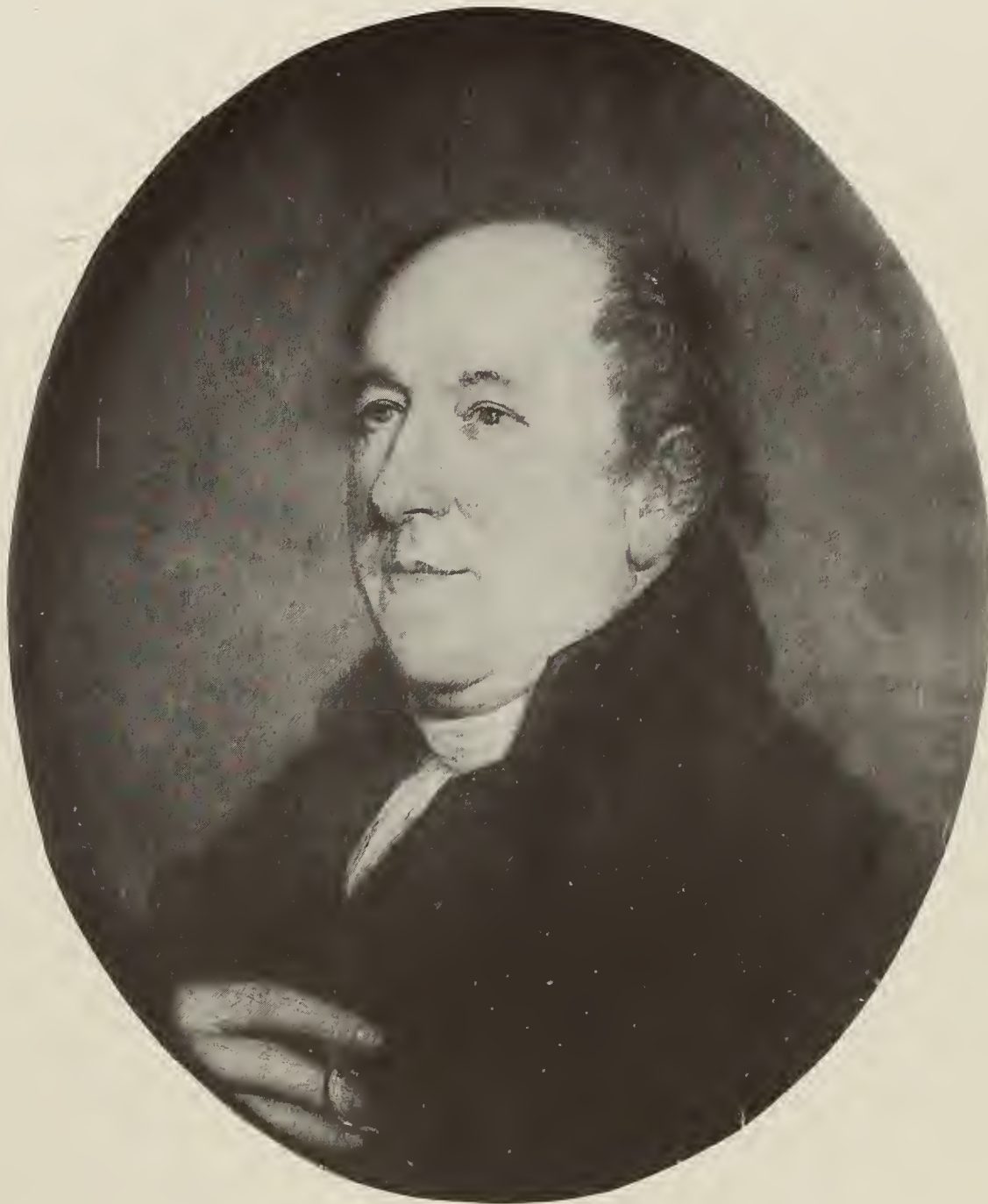
Miss Lovell's inclusion of Nathaniel Gorham as a member of the Dummer alumni is more suspect. *The Dictionary of American Biography* states: "He (Gorham) is a man of very good sense, but not much improved in his education." And then: "In 1763 (at the age of twenty-five) married Rebecca Call by whom he had nine children." It seems unlikely that Master Moody would have recruited a married man of twenty-five!

Nathaniel Gorham the "signer" may have been confused with his son, Na-

thaniel Junior, who most certainly did attend Dummer, but no mistake was made about Rufus King who for six years was schooled by that "excellent and exact" Master in Byfield, and who, according to Professor Richard E. Welch, Jr. (father of Rich '70) is "one of the major figures of the Revolutionary-Federalist period of American history."

Rufus King (March 24, 1755-April 29, 1827); born in Scarborough, Maine (then part of Massachusetts); entered Dummer Academy in 1767 and Harvard in 1773;

studied law in Newburyport under Byfield's Theophilus Parsons and opened own office in 1780; delegate to the Massachusetts General Court and then to the National Congress; wed to Mary Alsop of New York City; Massachusetts delegate to Constitutional Convention and a signer of the Constitution; moved to New York City and elected Federalist Senator from New York; a Director of the First Bank of the United States; Minister to Great Britain (1796-1803); Vice-Presidential candidate of the Federalist Party, 1804 and 1808; Senator from New York (1813-1825);



Rufus King



Federalist Presidential candidate, 1816, losing to James Monroe, 34 electoral votes to 183; Minister to Great Britain (1825-1826); buried in cemetery of Grace Church, Jamaica, Long Island, New York, 1827.

Rufus King, who shone "among the Feds with a superior lustre," was the embodiment of his era. His life reflected the wrenching ambivalences of this revolutionary, nation-building period. At age twenty-one while in his third year at Harvard, he faced a major decision. Rufus was torn between joining the Revolutionary forces for the fame and honor he even then felt to be his destiny and completing his education, thereby cementing his claim to a position within the state's circles of social and intellectual leadership. He chose the latter. Difficult family circumstances influenced young King's decision, but a later characterization of him is also revealing: "The rudeness of a New Englander who esteemed himself an aristocrat sometimes broke through his general gracefulness of manner."

In ten years King was confronted by a second dilemma: Did the Articles of Confederation need revision? Fully recognizing the Articles' weaknesses, the avowed New England sectionalist still worried that revision would lead to further "southern influence" and escalate sectional animosity. For King, impotence was to be preferred to anarchy. But Captain Daniel Shays altered King's thinking during the winter of 1786-87. This farmers' rebellion in western Massachusetts quickly convinced the Newburyporter of the need of radically changing the Articles. The Essex County sectionalist had become a "nationalist," busy drafting a resolve authorizing a call for a "convention of delegates to be held at Philadelphia in May." King's new conviction was that a central government must be clearly superior to its constituent parts, including his native Massachusetts and her fitful farmers.

Rufus King seems to have been an adamant opponent of slavery. However, his motives are elusive. Primarily responsible for the phrase "neither slavery nor involuntary servitude" as it applied to the Northwest Territory in the Ordinance of 1787, it would appear that he was hoping to transfer the solid virtues of the New England character

to the territory rather than have it occupied by Southerners. He makes no mention of the moral question. During the Constitutional Convention King strongly opposed Southern demands concerning the unlimited importation of slaves. He reasoned that it hardly seemed fair for the northern states to pay taxes on *their* imports if the Southerners paid none on an endless influx of slaves. This was an inequality that King felt would not fail to strike "the commercial sagacity of the North." Finally, King opposed the Missouri Compromise of 1820 and the admission of Missouri as a slave state since it would be unfair to the free states and fatal to their welfare. In sum, a decidedly tentative conclusion finds King's opposition to slavery to be based on preserving the virtuous, mercantile East from the decadent, rural South.

By 1788 Dummer School's and Newburyport's most distinguished citizen was about to undertake a new career. Living in New York, King became a Senator, Minister to Great Britain and successor to Hamilton as the leader of the Federalist Party. A noted American historian has King going on to achieve "high rank as a man of action, trained intelligence, and a great common sense. He was to gain diplomatic triumphs and the gratitude of John Adams and Thomas Jefferson."

In 1795 President Washington received this letter from his Secretary of the Treasury, Alexander Hamilton:

Sir:

I am now able to inform you — *he would not accept*. Circumstances of the moment conspire with the disgust which a virtuous and independent mind feels at placing itself *enbut* to the foul and venomous shafts of calumny which are continually shot by an odious confederacy against virtue, to give Mr. King a decided disinclination to office.

In this manner King, it was reported, refused the President's invitation to become Secretary of State.

In his waning years as Senator, King befriended a young politician from Missouri, Thomas Hart Benton. Senator Benton wrote these words to his wife about the man whom Daniel Webster once called "unequalled" as a public speaker.

Yesterday we carried \$70,000 for improving the navigation of the Mississippi and the Ohio; I made a good speech . . . I spoke in reply and with force and animation. When it was over Mr. King of N. Y. came and sat down in a chair by me and took hold of my hand and said he would speak to me as a father — that I had great powers . . . and that he would take the liberty of warning me against an effect of my temperament when heated by opposition; that under these circumstances I took an authoritative manner, a look and tone of defiance which sat ill upon the older members; and advised me to moderate my manner.

Senator Benton later was to remark: "I have studied moderation ever since."

Of the two Massachusetts men who signed the Constitution, the Academy proudly claims Rufus King as perhaps her most distinguished alumnus and notes that the other signatory, Nathaniel Gorham, at least had the good sense to send her his son.



## THE ARCHON

The Alumni magazine of  
Governor Dummer Academy  
Byfield, Massachusetts 01922

Vol. 57 Winter 1970 No. 1

Editor: David M. Williams

Contributors: John B. Ogden, Jr.  
E. Ashley Eames '48  
William G. Wade '70

Photography: Thomas S. Leonard '70



# The Class of '69

## and where they went to college

**Bates College**

E. Manson Smith

**Belknap College**

J. Tyler Livermore, II

**Beloit College**

Paul D. Stella

**Boston College**

Michael J. Shay

**Boston University**

W. Robert Engesser

Samuel C. Johnson

F. Joseph McIntire, III

Edmond W. Murphy

**Bowdoin College**

Carson N. Meehan

**Bradley University**

Douglas A. Macdonald

**University of California (Berkeley)**

John W. Stayman

**Cambridge University (England)**

Paul D. G. Smith

**Case Western Reserve University**

Edward Carlo White

**Clarkson College of Technology**

David W. Francis

**Colgate University**

William B. Crosman, III

**University of Colorado**

Jonathan P. Williams

**Cornell University**

Robert H. Amsler

Rick P. Robins

Bruce N. Young

**Dartmouth College**

Swift C. Barnes, III

**Denison University**

John M. McCoy, Jr.

**University of Denver**

Peter A. Borneman

Stephen H. Goodhue

Charles T. Tenney, Jr.

**Duke University**

Richard M. Mackowsky

**Emerson College**

Peter K. Dorsey

**Emory University**

Arthur W. Schultz, Jr.

**Fordham University**

John A. O'Leary

**Gettysburg College**

Edmund C. Lattime

**Hamilton College**

Nathan Follansbee

Harold Hudson

Jonathan M. Nelson

**Harvard University**

James C. Bayley, Jr.

Victor M. Bond

David W. Forbes

Jonathan B. Hill

Frederick N. Lang

John L. Pates

William B. Strider

**University of Houston**

Andrew H. Tarlow

**Ithaca College**

Michael D. Miller

**Johns Hopkins University**

Jeffrey L. Gordon

**Lafayette College**

Joshua L. Miner, IV

**Lake Forest College**

Peter C. Clute

Stephen M. Lee

**University of Maine**

Thomas M. Pierce

**University of Massachusetts (Amherst)**

David J. McDougall

**Menlo College**

Josiah K. Lilly, IV

**Michigan State University**

Garrett R. Martin

**University of New Hampshire**

Andrew G. Costello

Murray B. McGuirk

Peter A. Myers

**New York University**

William M. Cole

**Northeastern University**

Douglas W. Bradshaw

**Ohio Wesleyan University**

Elliot P. Satenstein

**Oxford (Emory-at-Oxford)**

Gregory A. Wellman

**University of Pennsylvania**

Wilson C. Durham

Richard G. Whitten

**Ripon College**

Conrad H. Miller

**University of Rochester**

Brian R. Pfeiffer

Henry L. Terrie, III

Stephen L. Handy

**Rutgers University**

Shelden N. Sacks

**St. Lawrence University**

Christopher C. Barker

**University of Southern California**

Richard H. French, Jr.

**Syracuse University**

Bruce S. Coughlin

Steven P. Worthen

**Texas Christian University**

Kurt A. Mingledorff

**Trinity College (Connecticut)**

James L. Sullivan, Jr.

**Tulane University**

Albert V. F. Nelthropp

**Utica College**

Frederick B. Sang, II

**University of Vermont**

Johnston P. Connelly, II

Phelps Holloway, Jr.

David C. Webb

**Wesleyan University**

Luther G. Sullivan

**College of Wooster**

William S. Clyde

John M. Timken, Jr.



PROFILE OF GOVERNOR DUMMER ACADEMY CLASS OF 1969

Number in class	77	<i>Distribution by Type of College</i>	
Number of college candidates	77		
Number admitted to 4-year colleges	77	Liberal Arts	59
Number taking 5 years at G.D.A.	3	Engineering	7
"      "      4      "      "      "	41	Business Administration	8
"      "      3      "      "      "	27	Drama and Fine Arts	2
"      "      2      "      "      "	5	Architecture	1
"      "      1      "      "      "	1		

COLLEGE BOARD SCORE DISTRIBUTION

	<i>S.A.T.</i>		<i>ACHIEVEMENT TESTS</i>			
	<i>VERBAL</i>	<i>MATH</i>		<i>No. of Boys</i>	<i>Median</i>	<i>Average</i>
750 - 800	0	4	English Composition	74	587	590
700 - 749	2	11	Math I (Junior yr.)	60	602	613
650 - 699	10	17	Math I (Senior yr.)	21	583	570
600 - 649	15	20	Math 2 (Jr. or Sr. yr.)	14	734	723
550 - 599	24	17	Biology	5	478	484
500 - 549	16	5	Chemistry	4	600	588
450 - 499	10	5	Physics	9	676	703
400 - 449	2	0	French (Jr. or Sr. yr.)	39	534	534
Below 400	0	0	Spanish (Jr. or Sr. yr.)	15	655	625
V median 571		V average 572	German (Jr. or Sr. yr.)	5	565	567
M median 627		M average 631	European History	14	491	500

COLLEGES ENTERED BY FIVE MOST RECENT CLASSES 1965 - 1969

American U.	5	Denison	7	Menlo	3	Trinity (Conn.)	6
Amherst	4	U. of Denver	11	Middlebury	6	Union (N. Y.)	4
Boston College	3	Georgetown	3	U. of N. H.	7	Utica	5
Boston U.	10	Gettysburg	7	U. of No. Carolina	3	Vanderbilt	3
Bowdoin	3	Hamilton	6	Occidental	3	U. of Vermont	10
Bucknell	3	Harvard	22	U. of Penn.	4	Washington Col.	8
Case Western Res.	4	Haverford	3	Princeton	4	Wesleyan (Conn.)	7
Colby	5	Hobart	3	U. of Rochester	7	Williams	3
U. of Colorado	3	Johns Hopkins	5	Rollins	4	Col. of Wooster	10
Columbia	3	Lake Forest	4	Stanford	3	Yale	6
Cornell U.	11	U. of Maine	4	Syracuse	4	71 other colleges	
Dartmouth	8	U. of Mass.	3	Tufts	7	with 1 or 2 boys	96

SUMMARY OF 10 YEAR PERIOD 1965 - 1969

Total of graduates	655
Admitted to college	647
Failed to gain admission	4
Non-college group	4
Percent of graduates admitted to college	98.8%



## From The Alumni



### HOWARD J. NAVINS '32

*"outstanding achievement in the  
field of the Schoolmaster"*

In 1930 Edward Williams Eames became the headmaster of Dummer Academy. With him that year came a new one-year boy, Howard J. Navins from Holyoke. In his one year at the Academy the new boy did quite well for himself. He displayed an amazingly accurate two-handed set shot and established a school record by scoring 37 points in one game, a record that was not broken until 1969. In the spring he captained the baseball team and gave rise, some say, to that old baseball cliché of "good glove, no hit." Buster's first year at Governor Dummer ended with the award of a Special Prize at commencement and admission to Williams College.

Four years in Williamstown saw the fruition of his athletic skills and the development of an interest and aptitude in languages that was to lead to a master's degree in German from Columbia University in 1937. In athletics Buster was fortunate to play two sports under the coaching genius of the late Charley Caldwell. The result was a thorough grounding in fundamentals and in the philosophy of coaching. If proof of Buster's ability in basketball and baseball is needed, it certainly is attested to by his selection as All-New England in basketball and his captaining of the Williams' baseball team.

In 1936 Buster returned to Governor Dummer where it soon became evident that Ted Eames had come up with another of his bright young men who were so successfully to core his faculty for the next twenty-five years. As with all young teachers in the boarding schools of the thirties

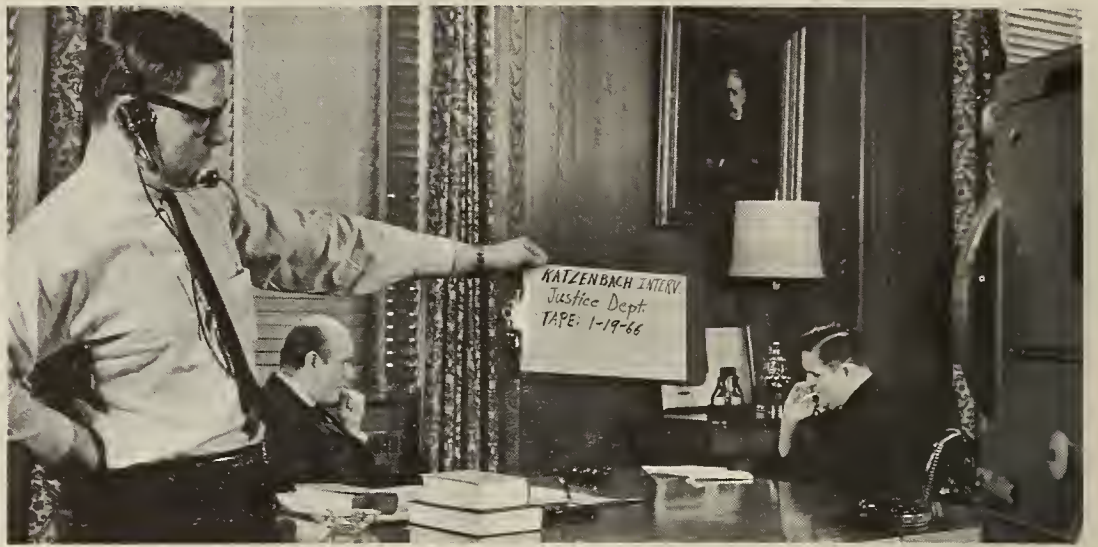
and forties, Buster performed a multitude of chores. It was an apprenticeship designed to develop a man's skills, and what emerged was one of that rare breed — a boy's man.

The Governor Dummer student learned Latin, and in some cases even biology, English, mathematics and German, in classes that were enlivened by the Navins' wit but in which standards were high and exacting. In athletics the Navins' dictum of "play better than you know how" was absorbed by a generation of soccer, basketball and baseball players. Winning seasons were the accepted hallmark, championships were frequent, but for those boys fortunate enough to play under Buster there were the demands of loyalty to the team, sacrifice, unselfishness and courage. And in the dormitory there was always the sympathetic but honest corridor master who was ready to encourage or demand that a boy give his best in all areas of his life. New headmaster Val Wilkie was quick to recognize the strengths and contributions of Buster to the Academy when he named him Dean of Students in 1963.

As the United States has changed, so has its children, and Howard J. Navins, Dean of Students, still remains the effective schoolman. In doing so he gives lie to that much used expression, "the generation gap," for communication is there along with genuine interest, concern and aspiration for the individual boy. Perhaps the citation honoring Buster on Alumni Day in 1961 says it best: "for outstanding achievement and service in the field of the Schoolmaster."



PAUL K. NIVEN, JR., a veteran CBS and NET newscaster, died tragically when he plunged to his death on January 8 while trying to flee a fire in his Georgetown, Washington, D. C. home. During his career Niven interviewed such people as Sir Winston Churchill, Premier U Nu of Burma as well as many well-known U. S. political leaders. His work with NET was described as "the very stuff of which educational T.V. should be formed." Saying it best perhaps are the following excerpts from Daniel P. Moynihan's eulogy which was printed in the January 16 edition of The Washington Post.



Newsweek

## The Truth of His Life . . .

The following is from the eulogy delivered by Daniel P. Moynihan, counselor to President Nixon, at memorial services for Paul Niven here last Saturday:

I RISE to celebrate the life of Paul Kendall Niven. It was not, in the received sense, a happy life. Those of us who owe him so very much owe him first of all that standard of truth telling which he set himself, and which left us not untouched, much as a vital quality might flow through the permeable membranes of joined but separate lives.

Happy, no. But joyful, merry, mocking, teasing, laughing: It was that life. So much so, on so grander a scale than any of us contrive that it ought now at the end be acknowledged for what it was: an experience which Paul created and we shared, and which was unlike any most of us have ever known, or any we are like ever to know again . . .

Paul Niven was a journalist. That most underdeveloped, least realized of professions. Not a profession at all, really. Rather, a craft seeking to become such out of the need to impose form on an activity so vastly expanded in volume and significance as desperately to need the stabilizing influence of procedure and precedent and regularity. Events, have overrun this quest, and the result is an occupation no longer the one and not yet the other. More singular then, more of consequence, is a man who in his work reflected both.

PAUL'S apprenticeship was prolonged and demanding, and in the hands of masters . . . At CBS he moved from the age of radio to that of television, where of a sudden the potential and demands of technology altogether outreached the simple if arduously acquired disciplines of the written word and printed column. It became necessary in an instant, as the second hand swept past the hour, for him and a handful of other men like him to impose the standards of an older craft on the swirling, chaotic, unformed and unfathomable phenomenon which technology had let loose upon an unsuspecting and too welcoming public. More specifically, a phenomenon which was to penetrate and reshape the innermost processes of democratic society; a phenomenon with the capacity to create, and the capacity to destroy, and a destiny none knew, and even now none knows.

Yet it has gone well so far. Well enough. That this should be so was, to repeat, the work of Paul Niven and that small number on whom a most solemn trust devolved without either they or those who depended upon them ever quite realizing it.



A JOURNALIST'S life revolves around stories, and stories of Paul will be heard so long as any who worked with him, or knew him, gather in those barrooms around the world where the day's brutality is somehow surmounted with laughter and a comradeship of equality and honor. Paul was indeed forever clambering, barefoot, up pagodas in quest of some deliquescent Oriental prime minister. His insurance agent in Brunswick did indeed finally give up the account when a claim arrived for the loss of the most recent portable typewriter, this one alleged to have cascaded from the back of a donkey in a mountain pass near Kabul . . .

But it is not so much for the practice of his calling as for the evolution of its form that he is to be treasured, and for which he will be remembered. He was perhaps the best television interviewer of his time. He helped create the mode, and in doing so I think can fairly be said to have added a dimension to American democracy. The ancient right of the people to judge their leaders grew immeasurably more significant when of a sudden the ability, the opportunity to do so was vastly enhanced by the extended television interview. Sam Rayburn was of an instant no longer a legend; he was, rather, an old gentleman in one's living room, talking of past Presidents and giving the viewers as much opportunity as any ought to have to speculate what he might be thinking of the newest one. This did not just happen. Men such as Paul, and Paul especially, enabled it to happen by their determined effort to master the new technology, and their unflinching insistence that it embody the ethical standards of the old craft.

He paid for that insistence. As others have. But he forgave those responsible, and so henceforth shall we. The truth of his life was not failure, but achievement . . . He be-

lieved in truth, not as an inheritance, but as a legacy, something to be acquired through effort and transmitted with pride. He had a simple hatred of injustice, and an altogether sophisticated sense of evil, of how evil is never absent anywhere, and is at times and places pervasive. He had a sense of fairness and of curiosity, such that his circle of friends was, if not more numerous, perhaps wider than any man or woman I, for one, have known, and I think this would be the judgment of many of us. He loved The Gaiety, and the Connaught Lounge, Lockport, N.Y., and The English Speaking Union; the 1789, Bowdoin College. He even managed not to dislike Moscow. But this I suspect simply reflects the fact he was there, and that meant that a measure of merriment was in the air . . .



AND SO I rise to celebrate my friend, and, not for the last time, but simply for this special time, to think of him. Each of us will have special thoughts. Mine for some reason go back to Berlin in 1953 and the Hotel Kempinski. The abortive, crushed revolt of the workers of East Berlin had just occurred. Paul was there, as he would always be. The hateful thing, in the form it took for that time and that place, was on the other side of the Brandenburg Gate. Journalists were forbidden passage. That for Paul simply delineated the difficulty to be overcome. A British friend offered a small car. Paul got hold of a tape recorder, stuffed it under the car seat, and pinned the microphone to the back of his suit lapel. Over they crossed into the East Zone, where they drove about for an hour or so recording for the Western world the first news of what East Berlin was then like. Nothing interfered until they returned to the Brandenburg Gate when, of a sudden, a Volkspolizei stepped into their path, sub-machine gun at the ready. It was a moment of the gravest danger. The policeman-soldier came round to the driver's side and stuck his head into the car. The Briton rose to the moment. "Sir," he barked, "I am your conqueror." "Drive on!" said Paul.

And on and on he drove.



# Alumni Notes

1919

NATE ANDREWS is still paralyzed from the stroke which he suffered in July, 1966. However, his friends will be pleased to know that his general health is somewhat better.

1924

LEONARD M. FOWLE has been elected to the Intercollegiate Sailing Hall of Fame. Currently Len is executive vice-president of the Intercollegiate YRA of North America, a member of the U. S. Olympic Yachting Committee and a trustee of the U. S. International Sailing Association.

1933

In a September ceremony Charlotte Anne Hosmer, daughter of JACK HOSMER, was married to Robert Webster Phelps of Dover, Mass, in the Moseley Chapel.

1934

While week-ending with Marshall Sargent '32, ARGYLE SCOTT visited the Academy and announced that he might be moving to Colorado.

1935

A recent article by John Langone, the Boston *Herald Traveler* Medical Editor, commented on the studies conducted by DAN HANLEY at Bowdoin College to avert knee injuries so common to football. Langone mentioned that Colby, Purdue, Syracuse, Tennessee, Oklahoma, Arkansas, UCLA and the University of California have adopted Dan's concept of using flat heels and short front cleats to forestall injury to the knee.

1938

CHARLES HENRICH has opened an office in Huntington, N. Y. as a consulting engineer after nineteen years with the Armac Division of AMBAC Industries. He reports that his home is still at 6 Chapin Place, Huntington; that he has two children: Charles, Jr., 14, and Amy Louise, 11; and that the male members of the family are active in scouting.

1939

BILL MacDONALD is the Sophia Smith Professor of Art at Smith College.

1947

KEN BRUCE is the new president of Standard Knapp Co. of Portland, Conn., one of the nation's largest and oldest manufacturers of automatic packaging machinery.

CHUCK MORSE has been named executive vice-president of the Newburyport Five Cents Savings Bank.

1955

ED LUNEBERG is engaged to Miss Sandra Crow of Rye, N. Y.

1956

STEVE BARTOW is engaged to Miss Karin Skooglund of Boston.

CHUCK DUNCAN is teaching Spanish, serving as a dormitory master and assisting



Herzog

with admissions at Milton Academy. Before going to Milton Chuck had taught and coached hockey at Lawrence Academy.

1957

TOM CHALFONT is an instructor in the English Dept. at the University of Wisconsin in Washington County, Wis. The recipient of a Ford Foundation grant for doctoral research, Tom is finishing work on his Ph.D. and reports that he has become a "first generation Democrat." He is married to the



former Gail Carson, Walnut Hill '59, a former Fulbright Scholar who studied music in London and who has never forgotten the direction of Art Sager at the G.D.A.-Walnut Hill Glee Club concerts.

1958

GEORGE MARKS is engaged to Miss Lois Ann Chisholm of Cambridge.

1959

PETE BOSTWICK has a graduate teaching assistantship in the Dept. of Geography at the University of Hawaii, working toward becoming a regional specialist for Southeast Asia. Following his graduation from Dartmouth in 1968, Pete spent a year in California, New Mexico and Mexico, hiking, exploring Mayan ruins and serving as a professional ski patrolman.

After several years in Portland, Oregon, JOHN CATLETT is now living in New York where he is employed by Time-Life Broadcast, Inc. which operates thirteen radio and television stations across the country.

FERG JANSEN reports that the RAY FER-RISES have a baby son called "Duke."

On a visit to school RANDY LIGHT informed us that he is doing a lot of labor law and trial work in Toledo.

PETE SHERIN is now living in Chevy Chase, Md. and is working in the Department of Labor on the Manpower Assistance Project.

1960

After two years in the Peace Corps in Tunisia, DICK AND ANNE HENRY have returned to the States following a four-months tour of Europe.

Word received early in the summer was that DAN HOBGING was engaged to Miss Joyce Canty of West Falmouth, Mass. and that the wedding was planned for last August 30.

After a year's service in Vietnam, PETER STONEBRAKER is now stationed at Fort McClellan, Ala. as an intelligence officer.

On August 9, BILL TUXBURY was married to the former Edyth Williams of Wood-Ridge, New Jersey. Dick Tuxbury '64 was the best man, and Rick Benner '60 was the head usher. Bill is now attending the Harvard Business School.

1961

LARRY BAILEY is married to the former Nancy Roehrig and now lives in Sunderland.

AL BOOTH is now located in Wichita Kan., working on the Titan II missile system.

In September GEOFF DELLENBAUGH was married to Joanna Louise Campbell of Loudonville, N. Y. Geoff is studying for a Ph.D. in chemistry at the University of Pittsburgh.

A recent graduate of the Harvard Business School, RICK FINNERTY is working in New York for the Dean Witter Company, Inc. He was married in September to Wendy Colten of Waban, Mass.



EDGAR KAISER has resigned his position in the Department of Interior and is now working for Kaiser Resources, a Canadian-based company primarily concerned with the mining of coal.

ROGER WILLIAMS has become engaged to Miss Donna Marie Albaugh of Hanover. Rog is currently serving as sales manager of Bomco of Gloucester.

## 1962

A daughter, Ann Mary, was born to the STEVE BLAIRS in July.

JOHN DAVAGIAN passed his Massachusetts Bar Exams this fall.

LOWELL COPELAND is engaged to Miss Tere Bideganeta of Boise, Idaho.

DENNY GOLDEN is a member of the Woburn High School history department.

CY HOOVER is engaged to Miss Deanna Stewart of Tulsa, Okla.

After teaching for two years at the Hampshire Country School in Rindge, N. H., STEVE KASNET accepted a position with the R. M. Bradley Co., realtors, in Boston.

TONY PEARSON is working as a reporter for the Newburyport *Daily News*.

TOM TOBEY was seriously wounded in his right arm while serving in Vietnam. A recipient of the Purple Heart and Bronze Star medals, Tom is teaching English and serving as assistant Admissions Director at Deerfield Academy.

## 1963

Having returned home after his tour of duty in Vietnam, DAVE CALDWELL was married November 8 to the former Katie Lambert of San Jose, Cal.

BOB FITZPATRICK is engaged to Miss Thekla Brunder of Hartland, Wis.

After going through a very concentrated, three-month program in which he learned to fly the KC-135, BOB FULLERTON was assigned to Ellsworth AFB in Rapid City, S. D.

BEN MANN has resigned his job as an insurance broker in Boston and fled to the warmer climes of the Caribbean where he is now sailing a 38-ft. ketch.

Returning to the U. S. after serving 2½ years in Paraguay with the Peace Corps, RICK STOCKTON is attending the University of Rochester.

## 1964

After graduating from pilot training at Reese AFB, PETE DOLCE attended survival school in Washington and then served 13 weeks at Castle AFB in California, learning to fly the KC-135 tanker. He is currently as-

signed to Loring AFB in Maine. Pete and his wife, Sharon, have two children: Kristin, 1½, and Rafe, 4 mo.

TOM MAIER is teaching and coaching at Tabor Academy. In his first experience as a soccer coach he produced an undefeated freshman team. Tom couldn't make the Alumni basketball game since he was debuting that night with a little theater group in Marion.

MARK O'BRIEN graduated from Holy Cross last June and is now attending Suffolk University Law School.

CHRIS OLNEY is with the Peace Corps in Brazil.

LEE POTTER is teaching Canadian history at the University of New Brunswick while working on his doctorate.

## 1965

After graduating from Trinity College in June, DEKE AUGUST accepted a position at the Eaglebrook School.

BROCK CALLEN was married in August to the former Hope Congdon of Mt. Kisco, N. Y.

JOHN MACKENZIE graduated from Bowdoin College in June and is now teaching and coaching at the Canterbury School in Conn.

A political science major, TOM O'DEA graduated from Johns Hopkins in June and was one of 18 students awarded a U. S. Public Health Service traineeship at the University of Cincinnati.

PETE SARGENT graduated *cum laude* from Amherst with a major in biology and is now attending Harvard University Graduate School. In September Pete was married to the former Margie McCuskey of Poland, Ohio who will also do graduate work at Harvard.

Recently married to the former Thea Emily Kaye of Mountain Top, Penna., MARK STARR is continuing his graduate studies at Stanford University.

BEN VAUGHAN is engaged to Miss Nancy Alison Dunn of East Greenwich, R. I.

## 1966

A dean's list student at the University of Vermont, SID BAER was recently elected to Who's Who Among Students in American Universities and Colleges.

BOB BURNHAM was a Soccer Co-captain at Denison University.

As a goalie on the Wooster College soccer team, TED CALDWELL made the first team of the Ohio Collegiate Soccer Association. DAVE HOLMES, also of Wooster, made the second team and both were chosen to play in the North-South game along with Bob Burnham.

After working on a movie, *The Executioner*, on location in Greece, MARTY CONN has returned to Tufts for his senior year.

DON HUDSON is engaged to Miss Ruth A. Santos of Woodside, N. Y.

CHUCK MORSE was married in September to the former Rhea Elaine Marshall of Georgetown.

In a June ceremony, FORD SCHUMANN was married to the former Mary Elizabeth Wilson of Sandy Spring, Md.

An English major at Dartmouth, DAVE STONEBRAKER has been working with a group of ten ABC boys living in Hanover, N. H.

## 1967

The literary magazine at Vanderbilt University named PETE FINK as one of the college's ten leaders. A history of art major, Pete is a disc jockey for the University radio station.

DON GAY started on attack for the Drexel lacrosse team last spring and was the leading scorer. He made the MAC all-star team honorable mention. During the fall Don announced the Drexel football games.

At the end of his second year at Norwich, JAY MARSH ranked 12th in a class of 342. He plays the number one board on the Norwich Chess team and participates in track. Jay was also president of the Protestant Chapel Fellowship.

WAYNE NOEL was married on August 8 to the former Nancy Ann Soucy of Georgetown, Mass.

MIKE ROGERS graduated from Dean Junior College and plans to attend either the University of Oregon or Arizona University. While at Dean, Mike started on the soccer and lacrosse teams, was a member of the Student Senate and was a dormitory proctor.

LEW RUMFORD has resigned his position with the Maryland National Bank in Baltimore. After a month's trip through England and Scotland, he returned home and toured the U. S. before returning to Wesleyan for the second semester.

GEORGE SWIFT made the Dean's List at Boston University.

## 1968

SCOTT BRADY visited school this fall. He is a sophomore at Gettysburg, playing lacrosse and majoring in psychology.

BOB STEWART was named to the Dean's List at Amherst.

\* \* \*

## FACULTY

On December 7, sons were born to Mr. AND MRS. CHARLES A. HAMBLET of the faculty, and to former faculty MR. AND MRS. DOUGLASS L. COUPE '62, now at Springfield College.





Tom Heald

Washington College in Chestertown, Maryland is right in the heartland of intercollegiate lacrosse. A small liberal arts college with an enrollment of 274 men located on Maryland's lovely Eastern Shore, Washington won its seventh straight United States Intercollegiate Lacrosse Association South Atlantic title last spring. Although annually laying claim to the Nation's mythical small-college lacrosse crown, Washington traditionally goes against larger schools like Syracuse, Harvard and the Naval Academy.

Four Governor Dummer graduates were members of that team: Tom Heald '66 won divisional honors as an outstanding defenseman; Cam Smith '68 was a fine second string goalie with a bright future, while Tom Sargent '68 (son of Marshall '32) and Chuck Johnson '68 performed creditably as mid-fielders.

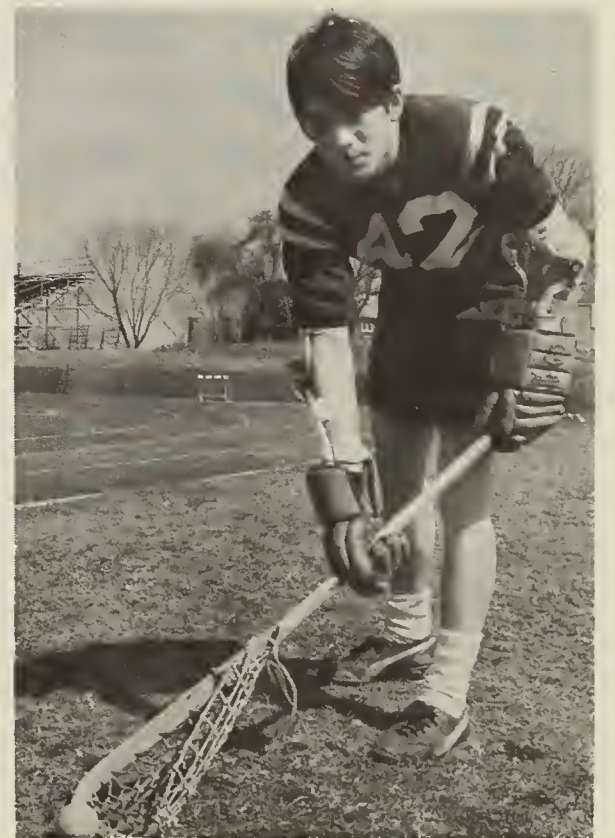
The Washington coaching staff summed up the Governor Dummer contingent by saying that "they are fine gentlemen and well drilled in lacrosse fundamentals — a credit to Coach Heb Evans and Governor Dummer."



Cam Smith



Chuck Johnson



Tom Sargent

## ALLIES RAISE \$2,500

Four years ago the *Archon* reported a new project by Governor Dummer Allies which was designed to raise money for the library. Alumni, parents and friends of the school were urged to commemorate birthdays, anniversaries, deaths, and other special occasions by making a contribution to the Library Fund. A suitable plate marking the event with the names of the recipient and the donor was then placed in the book.

Thus far the project has collected \$2,500, obviously proving to be a popular way to honor a friend or relative. During the past year, the poorest of the four, only \$400 was raised. Because of the school discount, a recent \$25.00 gift bought five books worth \$32.40.

Anyone wishing to contribute to the Library Fund should contact either Mrs. William L. Plante, Jr., Hay Street, Newbury, or Mrs. Robert E. Anderson at the school.



# Obituaries

The school recently heard of the death of E. HOWARD BENNETT '00 of Marblehead. Mr. Bennett had been an associate publisher of the *U. S. Investor* before his retirement.

\* \* \* \*

FRED J. TAPLEY '15 of Andover. A recipient of the Latin Prize at his graduation, Mr. Tapley attended Cornell. He later worked for the Morland Mills until his retirement in 1960.

\* \* \* \*

GEORGE E. McPHAIL, JR. '34 of Byfield died suddenly on October 26. A graduate of the University of New Hampshire, Mr. McPhail served as a first lieutenant in the Army Ordinance during World War II. He had been employed by the General Electric Co. in the small air craft engine testing department. He is survived by his wife and two sons.

\* \* \* \*

Recently the school was informed of the death of Harry L. MacCready, Jr. '35 of Dighton, Mass. After graduating from Dartmouth, Mr. MacCready served in World War II as a Lt. Commander in naval aviation. In 1948 he went into business for himself as a manufacturer of carpets.

\* \* \* \*

Richard M. Lunt '51 died unexpectedly in West Newbury in September. A graduate of Dartmouth Mr. Lunt was active in the Masons and as a Republican party campaign organizer. For many years he was a clerk in the Senate building in Boston.

\* \* \* \*

Ernest Lamb, Jr. '54 of Framingham was tragically killed in a head-on crash near Waterville, Maine on October 18, while on his way to a class reunion at the University of Maine. Surviving the accident were his parents Mr. and Mrs. Ernest Lamb, Sr. of Brookline and Ernie's wife, Bonita who was critically injured. The Lambs have a two-year-old daughter, Susan.

\* \* \* \*

Former faculty member Carl C. Peterson died in September after a lengthy illness. A graduate of Norwich University and an active Mason, Mr. Peterson taught in the Newton public school system before coming to the Academy. He was also the proprietor of Camp Moy-mo-da-yo in Cornish, Maine for some twenty-seven years. Mr. Peterson is survived by his wife, the former Elizabeth Stevens.





THE DEDICATION  
OF THE  
ERNEST LAMB  
AWARD



Ladies and Gentlemen:

This evening presents a particularly appropriate moment for the Governor Dummer community to remember and pay tribute to one of its family who was killed tragically during the fall.

Ernie Lamb, Class of '54, was one of the Academy's finest athletes in soccer, basketball, and baseball. As his coaches will attest, he was not blessed with unusual ability, but few young men ever worked harder to develop their talents. His career here was marked by the greatest loyalty and dedication to his teams and to his school; and, as captain of basketball and baseball, he provided outstanding leadership as well.

In recent years he was the backbone of every alumni basketball team in its annual contest with the varsity. I suspect that this game — and all basketball at G. D. A. — meant a great deal to him. Those of us who knew him well wish to have his name and his example identified always with basketball at Governor Dummer.

And so tonight I take the greatest pride and pleasure in naming our Most Valuable Player award in basketball *The Ernest Lamb Award* in his memory. A new trophy will be provided and appropriately inscribed. This is a small but heartfelt mark of our esteem for Ernie.

Valleau Wilkie, Jr.  
*Headmaster*



# WINTER ATHLETICS

## BASKETBALL

Dec.	6	Alumni	Home
	13	Noble and Greenough	Home
Jan.	14	Lawrence	Groton
	17	Groton	Home
	21	St. Sebastian's	Newton
	24	Belmont Hill	Home
	28	Rivers	Weston
	31	St. Mark's	Home
Feb.	4	Middlesex	Home
	7	Moses Brown	Providence
	11	Brooks	N. Andover
	13	Milton	Home
	18	St. Paul's	Concord, N. H.
	25	Browne & Nichols	Home
	28	Tabor	Marion
Mar.	4	Roxbury Latin	W. Roxbury

## WRESTLING

Jan.	14	Browne and Nichols	Home
	16	Lowell High School	Lowell
	21	Andover	Home
	24	Belmont Hill	Belmont
	31	Mount Hermon	Home
Feb.	4	Brooks	N. Andover
	13	Milton	Milton
	18	Exeter	Home
	25	Lawrence	Groton
	28	Tabor	Home
Mar.	14	Interscholastics	Andover

## HOCKEY

Dec.	6	Alumni	Home
Jan.	14	Brooks	Home
	16	Thayer	Home
	21	Noble and Greenough	Dedham
	24	Browne and Nichols	Cambridge
	28	Middlesex	Concord, Mass.
	31	Groton	Home
Feb.	4	Lawrence	Home
	11	Berwick	Home
	13	Milton	Milton
	14	M.I.T. Freshmen	Home
	18	St. Paul's	Concord, N. H.
	25	Moses Brown	Providence
	28	Belmont Hill	Home
Mar.	4	St. Mark's	Southborough

## TRACK

Jan.	21	Exeter-Huntington	Exeter
	24	Exeter J.V.	Exeter
	31	B.A.A. Games	Boston
Feb.	7	Tabor	Marion
	11	M.I.T. Freshmen	Cambridge
	14	Moses Brown	Providence
	18	Andover J.V.	Andover
	28	Interscholastics	Providence
Mar.	4	Tufts-Huntington	Medford